

Employing Feedback Training to Bolster the Quality of Peer-Feedback Flowing to Student Teachers

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Problems of Practice

Student teachers report feeling they receive inadequate supervision and feedback

> (Buck, Morsink, Griffin, Hines, & Lenk, 1992)

"...[Student teachers] hoped for some suggestions and feedback, but they learned to be satisfied with very little"

(Borko and Mayfield, 1995, p. 515)

Research Questions

R1: From the student teachers' perspective, how does the intervention design (software tool and feedback training) affect, and in what ways, opportunities to feedback? What is the nature of their feedback?

R2: In employing design-based methodology, what surprises, challenges, lessons, or combinations thereof, arose when adopting the software as part of the feedback workflow?

Interventions

- TeachSpark software
- Feedback capacity training
- Social networking activities

Study Response

Case-study methodologies

Design-based methodologies

- "Extend application of effective feedback techniques" (Scheeler, McAfee, Ruhl, & Lee, 2006, p. 405)
- Dual commitment of theoretical and practical improvement (Sandoval, 2013)

Social network analysis methodologies

Research Design

Participants: 8 students teachers (n=8); n=12 with analytics software

Data collection

- 30 semi-structured interviews
- Documents and analytics
- Observations

Findings – Get What you Ask For

Prior to intervention...

- Lacked feedback capacity to advocate for specific feedback, e.g. "Comment please."
- Feedback viewed as low-quality, e.g. "Great lesson plan"

Response to feedback...

needs

After intervention...

Feedback "was on target." She went further by saying, "She answered the questions I had."

Findings

I put together a Shape Journal for one

of my activities for a math lesson, and

TeachSpark and was able to just say,

... I'd just like to know if you feel this is

I was a little concerned that it was

kindergarten, and so I put it up on

appropriate for that age group. -

Example of specifying feedback

developmentally too high for

Response to intervention...

uson objectives:

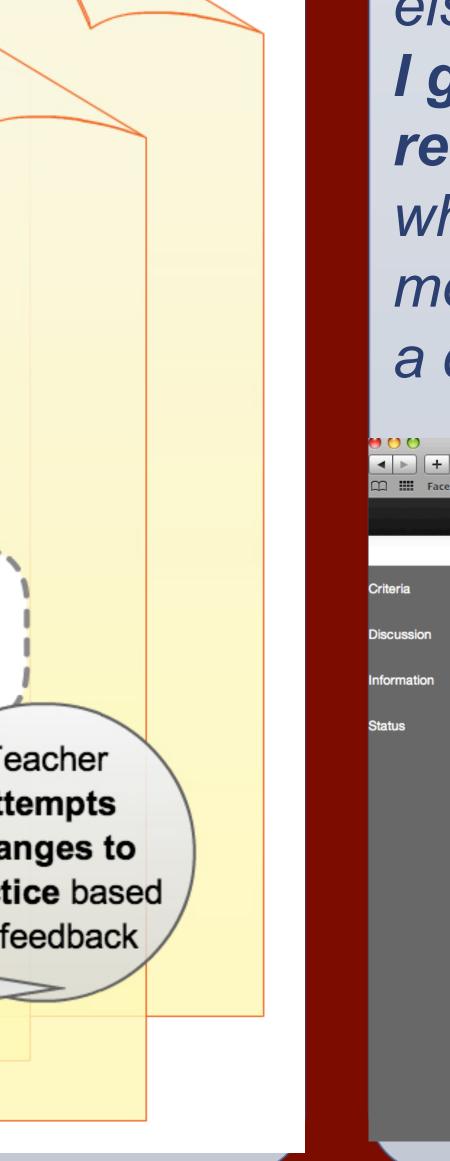
a. Essential Question: How do people make government work?

b. Rl.3.6: Distinguish their own point of view from that of an author of a tex

I think it just made it very clear what I was looking for or what someone else was looking for, so the feedback I got was always relevant to what I really wanted to know, and then when I was giving feedback, it gave me an idea of what to be looking for in a document or to answer questions

guys are already learning this in third

Great way of breaking



Conceptual Framework

